

Implementation of Character Education in Shaping Students' Social Attitudes and Behaviors Through History Learning at SMA PGRI 1 Pati

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Abstract

This research aims to find out the process of implementation of duties and social responsibilities of students in SMA PGRI 1 Pati, attitude and social behavior of learners when learning history in SMA PGRI 1 Pati, and the problem of implementation of education in form of attitude and social responsibility of learners in SMA PGRI 1 Pati. This research is a qualitative phenomenological research. The Target of this research is the history teacher of SMA PGRI 1 PATI and a student of class X IPS and XI IPS SMA PGRI 1 PATI. Data collection techniques used were observation, documentation, and interview techniques. Test data validity with Source Triangulation data analysis techniques using data reduction, display, reduction in conclusions, and verification. The results of this research are the processes undertaken in the classroom, outside the classroom with customary school rules, and in the classroom with meanings related to the values of existing characters that can shape students' social attitudes and behaviors. Attitudes and social behavior of high school students PGRI 1 PATI can be said to have been good. The constraints experienced by history teachers are government regulations that vary in different and different contexts. Keywords: character education; social attitudes; social behavior; historical learning.

Keywords: *Character Education, Social Attitudes, Social Behaviour, Historical Learning.*

Introduction

Education is the upright pillar of a nation. Through education, the nation will maintain its dignity (Sari, 2017; Zhayoga et al., 2020). In this era, education is not only fixated on the intellectual factors that a person has when pursuing education but must also be integrated with other factors such as attitudes, behaviors, and character. Moral decadence has been rampant in education, becoming an opaque portrait of education. This can be seen from the rampant fights between students, the number of drug cases that ensnare students, students who show disrespect for adults, and cases of cheating that have become a habit. The nation's culture and character issue is currently in the spotlight in the community. The spotlight is on various aspects of life, contained in various writings in print media, interviews, dialogues, and speech titles in electronic media (Utomo, 2017, p. 23). This phenomenon improves the world of education, so character education is critical today. Later, character education can improve society (Revita et al., 2020; Subhi, 2016).

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Agboola, in a journal entitled *Bring Character Education into Classroom* (2012, p. 168), stated that education policy must take the initiative to actualize moral education in the school system. Together, parents, teachers, and administrators, as stakeholders, must join in encouraging students to realize good values in their lives; for this reason, it is necessary to implement character education in schools or madrasas so that character formation is not only fostered the family but also fostered in schools because school is the second home for students in terms of habituation. The importance of character education cannot be separated from the emergence of several social phenomena today, which are shown by characterless behavior and the existence of symptoms that indicate the erosion of the character of a nation. Negative behaviors from various circles, ranging from the community, students, and other circles, show that their character is still very lacking and even more likely not to have a character appropriate to society's norms (Fahdini et al., 2021).

So, studying character is inseparable from learning values, attitudes, norms, and morals. One of the elements of a person's character is attitude and behavior (Purnomo et al., 2020). A person's attitude is manifested in the person's behavior; others will see the behavior and make others judge the person's character (Revita et al., 2020). Even from these attitudes and behaviors, others tend to judge as a reflection of a person's character, even though what others see is not necessarily true (Bahri, 2015).

Lickona in Samani and Hariyanto (2011, p. 44) defines character education as deliberately designed to improve students' character. Character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs. Chaplin (Kartono, 2006, p. 469) defines social attitudes as follows: (1) a predisposition or tendency to behave in a certain way towards others; (2) one general opinion; and (3) an attitude directed towards social goals, as opposed to an attitude directed at private goals.

It can be concluded that social attitudes are individual consciousness that determines actions to behave in a certain way toward others. They are concerned with social goals rather than personal goals in people's lives. Behavior is the action or activity of the human being, which spans a wide range of activities, including walking, talking, crying, laughing, working, lecturing, writing, reading, and so on (Hanafi, 2020). Mayers (2012, p. 171) states that behavior is the essential element of human life, where behavior can change at any time, forcefully or naturally. Social behavior is a person's physical and psychological activity toward others or vice versa to fulfill oneself or others by social demands (Hurlock et al., 1995, p. 262). Social

behavior is an atmosphere of interdependence that is a must to ensure human existence (Ibrahim, 2001, p. 22). In other words, the values or characters that are accepted or instilled in a person will affect the pattern of an individual's attitude and behavior later, where this attitude will become his personality (Aisyah et al., 2020; Afiif et al., 2015).

Every learning process in the classroom, of course, each subject has a vital role in the sustainability of life in society. One of them is the subject of History. History subjects have a strategic significance in forming a dignified national character and civilization and forming Indonesian people with a sense of nationality and love for the homeland (Hamdan, 2017, p. 17).

According to Said Hamid Hasan in Suryadi (2012, p. 77), for the high school level, the purpose of history education has developed into an in-depth understanding of historical events that are considered essential to build critical thinking skills, learning skills, curiosity, social concern, and national spirit. Saraswati, in a journal entitled *The Significance and Purpose of Ancient Manuscript for the Nation Culture and Character Development Through History Teaching* (2011, p. 133), stated that learning history can shape the character of a nation because history is authentic evidence of a nation's journey, in history learning there are character values that have existed since ancient times so that learning history can shape the character of a nation. History learning is also one of the lessons related to developing and fostering national attitudes, the spirit of nationalism, love for the homeland, the spirit of democracy, and patriotism (Sunarjan, 2017, p. 31). Continuous learning of history, both from the aspects of time and events, is necessary to place each individual in the middle of society (Jayusman, 2017, p. 45). History teaching is an interaction that provides knowledge and causes the formation of attitudes in students by educational goals. History education can aim to foster the attitude of the nation and state (Romadi, 2017, p. 2). Learning materials related to norms or values in each subject need to be developed and related to the context of daily life. Thus, the learning of character values is not only at the cognitive level but also touches on internalization and accurate observation in the daily life of students in society (Muslich, 2011, p. 86). The values instilled in each subject include nationalism, respecting diversity, thinking logically, critically, creatively, and innovatively, caring for society and the environment, entrepreneurship, honesty, and hard work. Thus, each subject focuses on instilling specific central values closest to the subject's characteristics (Gunawan, 2012, p. 223).

In Permendikbud No. 20 of 2016 concerning Competency Standards for High School / MA Graduates, one of them is the dimension of attitude and having the expected ability qualifications, namely having behavior that reflects the attitude of believers and fearing God

Almighty, having an honest, caring, responsible character, a valid lifelong learner, physically and spiritually healthy by the development of children in the family environment, schools, communities and the surrounding natural environment, nation and state so that schools must implement character education to shape students' social attitudes and behaviors, including in learning history. The reason why the researcher wants to conduct research at SMA PGRI 1 Pati is because this school is a high school that implements character education. This school gives birth to the seeds of outstanding students. This can be seen from the number of students at this school who have won championships in the academic and non-academic fields. In addition, this school is a private school with the best level of discipline in the city of Pati, and many graduates from this school are excellent. Second, this school has a vision to become a school with advantages so that the community trusts it and becomes a favorite private school.

The researcher is interested in knowing more about the implementation of character education in shaping students' social attitudes and behaviors through history learning at SMA PGRI 1 Pati with the title Implementation of Character Education in Shaping Students' Social Attitudes and Behaviors Through History Learning for the 2017/2018 Academic Year.

Method

The research method used is the Qualitative method. The approach used by the researcher is a Phenomenological Approach. The focus of the research is the limitation of the problem that will be the object of the research (Mappasere et al., 2019). This research will focus on three problems, namely: (1) The Implementation Process of Character Education in Shaping Students' Social Attitudes and Behaviors through History Learning; (2) What are the attitudes and social behavior of students during history learning at SMA PGRI 1 Pati; (3) What obstacles are experienced by history teachers in shaping the attitudes and social behavior of students at SMA PGRI 1 Pati. The research was conducted at SMA PGRI 1 Pati, precisely in Class X and XI Social Studies. The sampling technique uses a simple random sampling technique.

There are two data sources in this study, namely 1) Primary data and (2) Secondary data. In this study, secondary data is obtained from (a) Written sources from this study will be obtained from previous research sources Indonesian Journal of History Education 6 (1), 2018: p.1-13 5 learning, learning media, Learning Plan (RPP), Syllabus. (b) Photos in the research complement the data obtained through observation or observation, interviews, written sources, and the learning process. Moreover, the data collection techniques in this study are (1) interviews. (2) Observation. (3) Documentation (Rahardjo, 2011; Adhimah, 2020).

The Validity Test uses the triangulation technique as a data examination technique. This can be achieved by (1) comparing the data from the observation results with the results of the interview, (2) comparing the situation and perspective of a person with various opinions and views of people other than teachers and students, (3) comparing the results of the interview with the content of a related document (Moleong, 2010, p. 331). The data analysis techniques in this study are (1) Data Reduction, (2) After the data is reduced, the next step is to display the data or present the data, (3) The third step is to analyze qualitative data or draw conclusions and verify (Yuliani, 2018; Saadati, 2019).

Results And Discussion

Geographically, the location of SMA PGRI 1 Pati is very strategic because it is easy to reach by public transportation or city transportation heading towards the city of Pati. It is located 5 km from Puri Market, which is one of the trading centers in Pati Regency. The existence of SMA PGRI 1 Pati has contributed significantly to the success of the education program. At SMA PGRI 1 Pati, many extracurriculars are expected to help students further develop their talents in non-academic fields. These extracurricular activities include SCOUTS, PMR, nature lovers (Wanapala), dance, music, painting, basketball, English club, etc.

The implementation of character education cannot be separated from the functions and objectives of national education, namely, national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens answer. From the results of the research, The implementation of character education in schools is carried out outside the classroom and in the classroom during class hours; this is intended so that students better understand the character values and attitudes formed during the implementation of character education so that students will behave well in the school environment and the community later. The implementation of character education that takes place outside the classroom If you look at the results of the researcher's interview with the informant, the implementation of character education that can shape the attitudes and social behavior of students of SMA PGRI 1 Pati starts from the process of habituation of students carried out by the school every day.

The activities carried out every day will have a positive impact on students, who will later form the social attitudes of the students themselves, such as the form of implementing the 5 S (smile, greeting, greeting, politeness, and manners), in addition to shaking hands with teachers, guiding

motorcycles when entering the environment at SMA PGRI 1 Pati and orderly motorcycle parking (Widyanti et al., 2014). The implementation of character education at SMA PGRI 1 Pati is carried out outside the classroom and in the classroom. The process of implementing character education in shaping students' social attitudes and behaviors through history learning can be seen from several aspects ranging from planning, implementation, and evaluation.

Based on the researcher's analysis of the learning tools used by the history teachers of SMA PGRI 1 Pati, the learning tools have been developed by integrating the values developed in the nation's character education into the lesson plans. Meanwhile, the syllabus does not explicitly contain the character values that students must have. Likewise, character values are associated and adjusted to KD and historical materials. The results of teacher and student interviews show that history learning plays a vital role in shaping students' character, attitudes, and social behaviors. Historical materials contain stories and heroic figures that exemplify social attitudes and behavior.

The implementation of learning is guided by learning planning or lesson plans, so to find out about the implementation of learning, it is necessary to conduct a study of the lesson plan and deepen it through observation and interviews. From the results of research on the implementation of character education in shaping social attitudes and behaviors in the initial activities of history learning, teachers try to instill religious character values, as evidenced by constantly getting into the habit of praying before and after the lesson is over. In addition to being religious, students are also expected to have a disciplined social attitude in the Learning Implementation Plan, which also states a disciplined attitude by constantly attending to students. It can also be concluded that teachers try to instill social responsibility attitudes in students by making students aware of their obligations as students. After the teacher absences the students, the teacher asks how the students are doing as a form of the teacher's attention to the students. Simultaneously and enthusiastically, students answered questions from the teacher about their situation. After that, the teacher checks the students who are not present, and when there are students who are not, the teacher immediately asks why. This is done to instill students' social attitudes so they feel cared for and it is impossible to leave them alone when someone is absent. In the core activities, teachers are different in providing examples or examples to their students related to social attitudes and behaviors. Some give examples of disciplined behavior, and some, during the learning process, give examples or examples of predecessor heroes such as the behavior of the predecessors and provide examples through the subject matter that the teacher is delivering.

From the study of documents conducted by the researcher through the lesson plan and teaching materials used by history teachers, as well as the results of observations and interviews, it can be concluded that at SMA PGRI 1 Pati, character education has been implemented in history learning materials. Learning media is the spice of learning itself; it is how we mix it to get the best taste. The most commonly used learning medium in history learning at SMA PGRI 1 Pati is LCD (Liquid et al.) projectors. From the research results, LCD projectors are used to display PowerPoint presentations and to play historical films; teachers also allow children to access the internet in the classroom to find complex answers that are unsolved or not in the handbook. They can access the internet using a cellphone because it is more efficient than a laptop.

The character applied to the final activity is democracy because concluding ideas or opinions from students means teaching that to solve something; one must go through deliberation to reach a consensus decision. Conveying the subject matter in the next lesson, aiming to arouse curiosity in students, it is hoped that they will remain consistent with their responsibility as students, which is always to learn. Salam also has a meaning; with greetings, we are taught to respect others and have a sense of politeness, according to the cultural character of the Indonesian nation. The social attitudes and behaviors applied in the closing are polite attitudes, such as greeting and respecting others, and social attitudes and behaviors of responsibility.

Based on the research conducted, data was obtained regarding the evaluation carried out by history teachers. The first data was obtained from the RPP study and the assessment technique sheet. In the lesson plan, there is a discrepancy between the assessments made by one history teacher and another. In implementing the 2013 curriculum, which has regulated the graduation standards of students, as stated in Permendikbud No. 20 of 2016 concerning competency standards for high school / MA graduates, one of the graduation criteria is the attitude dimension. Therefore, students' positive attitude determines whether the student graduates or goes up. The character assessment is based on the character of the student's attitude, which the teacher will later record in the student's attitude observation sheet. However, in its implementation, teachers can assess students by only looking at the attitude of students for two semesters that have been carried out in class.

There are differences in the assessment of character education in shaping attitudes and social behaviors through history learning between history teachers and others; in the assessment of history teachers, there is an assessment of attitudes, knowledge, and skills. Meanwhile, other history teachers do not attach attitude assessments in the lesson plan or the classroom because, according to him, only BK, PKN, and Religion teachers have the right to conduct attitude assessments, except during a special meeting to determine students who do not move up to

other subject teachers, including history teachers, have the right to give attitude or behavior assessments in the meeting.

At the high school/MA level, social attitude competencies refer to KI 2: Respecting and appreciating honest behavior, discipline, responsibility, caring (tolerance, cooperation), politeness, and confidence in interacting effectively with the social and natural environment within the range of association and existence. From the interviews with history teachers, school principals, and students, it is essential to apply social attitudes so that students have provisions for socializing with the community. From the interviews and observations of teachers, I see that they have applied social attitudes in classroom learning well. As a result of the field study and documentation that the researcher carried out in the field, the researcher saw firsthand the process of history teachers in shaping students' social attitudes and behaviors by informing or advising students, then exemplifying and familiarizing students with social attitudes and behaviors and teachers always make learning groups to form their social attitudes and behaviors. When explaining the material, the teacher always provides wisdom or attitudes and behaviors that can be taken from the material. In contrast, for the formation of social attitudes and behaviors within the school scope, it was seen when SMA PGRI 1 Pati students assisted flood victims, as evidence that the researcher asked for a documentation study from the school.

In the study of the lesson plan that history teachers have made, there is also appropriateness because the teacher lists several attitudes that are instilled in students, such as student attitudes in learning, which include attitudes of nationalism, discipline, self-confidence, honest behavior, toughness in facing problems of responsibility, curiosity, caring for the environment. From the statement of the history teacher to the researcher, in every History learning carried out in the classroom, it has been seen what social attitudes have been formed; social attitudes are formed by habituation, exemplary and from one form of assignment will be embedded several forms of social attitudes and behaviors that students will later possess.

The first indicator used in this study is a tolerant attitude towards other residents or students who are worshipping by not disturbing people of different beliefs during worship. This was strengthened by the results of the questionnaire, which was distributed to 180 students and showed a score of 90.17, which means that the tolerant attitude of students at SMA PGRI 1 Pati is excellent. The habit of not getting angry with friends with different opinions scored 87.2. The habit of respecting friends of different religions, races, genders, cultures, and ethnicities scored 93.7. The habit of wanting to do what has been mutually agreed upon shows a score of 90.2. The habit of accepting and appreciating the shortcomings of others showed a score of 88. The four scores are in the outstanding category. The second indicator of social attitudes is the

attitude of cooperation; all students express an attitude of cooperation in helping others and in the picket tasks that have been determined. This was strengthened by the results of the questionnaire, which was distributed to 180 students and showed a score of 91, which means that the attitude of cooperation of students at SMA PGRI 1 Pati is excellent. The habit of being willing to share with friends who need help shows a score of 87.2. The habit of working together when given a group assignment by a history teacher showed a score of 93.7.

The habit of being sincere in giving help to group friends showed a score of 95. Making decisions according to their will by considering others showed a score of 90.7. The habit of actively carrying out pickets shows a score of 88. The three scores are included in the outstanding category. The third indicator of social attitudes is the attitude of responsibility. All students expressed an attitude of responsibility in doing the assignments the teacher gave. The results of the questionnaire distributed to 180 students showed a score of 92.69, which means that the attitude of student responsibility at SMA PGRI 1 Pati is excellent. However, the observation results show that many students still do not do their assignments. In addition, the habit of completing the tasks given by the history teacher well showed a score of 83.3. Dare to accept risks for actions taken during history learning scored 86.9. The habit of not accusing others without evidence showed a score of 86.8. The habit of returning items borrowed from others showed a score of 86.2. The habit of daring to apologize if they make a mistake that harms others shows a score of 83.3. The five scores are also included in the outstanding category.

The fourth indicator is politeness. Eleven out of 20 student informants stated that there were still many students who were rude to teachers. The researcher also distributed a questionnaire to 180 students who scored 90.27, which means that the polite attitude of students at SMA PGRI 1 Pati is excellent. However, the results of interviews and observations show that some students still speak disrespectfully to teachers. The habit of respecting older people shows a score of 90. During history lessons, students are not allowed to say dirty, rude, and takabur words, which shows a score of 91.6. The habit of not ignoring history teachers during history learning showed a score of 91.9. The habit of not interrupting other people's conversations showed a score of 88.5. The habit of saying thank you when receiving help from others scores 89. The four scores are in the outstanding category.

The fifth indicator is a disciplined attitude. In the 20 informants, all students expressed a disciplined attitude regarding punctuality. This was strengthened by the results of a questionnaire distributed to 180 students, who scored 90.26, which means that the students' discipline attitude at SMA PGRI 1 Pati is excellent. The habit of entering on time showed a

score of 95.4. Wearing the uniform according to the rules showed a score of 91.8. Orderly habits in participating in history learning showed a score of 91.3. The habit of not going out without permission from the history teacher during history learning showed a score of 91.9. The habit of not making noise during history learning scored 92.9. The five scores are in the outstanding category. The sixth indicator of social attitudes is honesty. Twenty informants stated that they were honest during the test, although they stated that some of their friends still cheated during the test, and it was missed. This was strengthened by the results of a questionnaire distributed to 180 students, who scored 87.67, which means that the honest attitude of students at SMA PGRI 1 Pati is excellent. The habit of not cheating at the time of the test showed a score of 87.7. The habit of not copying other people's works without mentioning the source when doing history assignments shows a score of 79.

The habit of finding goods must be immediately reported to the authorities, showing a score of 90. The habit of daring to admit mistakes made by friends shows a score of 93. The four scores are in the outstanding category. The seventh indicator of social attitudes is self-confidence. Of the 20 informants, all students expressed confidence when appointed to present the discussion results. This was strengthened by the results of the questionnaire, which was distributed to 180 students and scored 85.38, which means that students' confidence at SMA PGRI 1 Pati is perfect.

The habit of students is to be confident that they can do history tests with their respective abilities, showing a score of 84.3. The habit of daring to make decisions quickly and accountably during group work scored 87. The habit of being embarrassed if you get a worse history score than your friends shows a score of 88—the habit of not hesitating to speak up when learning history scores 81. The four scores are in the outstanding category.

Table 1. Percentage of Social Attitudes in PGRI 1 Pati High School Students

It	Indicator	Achievements	Category
1.	Tolerance	90,17 %	Excellent
2.	Gotong Royong	91 %	Excellent
3.	Responsibility	92,69 %	Excellent
4.	Discipline	90,80 %	Excellent
5.	Courtesy and courtesy	90,27 %	Excellent
6.	Honest	87,67 %	Excellent
7.	Confident	85,38 %	Excellent

Source: Research Results, 2018

The social behavior of students formed through History Learning at SMA PGRI 1 Pati is the behavior of cooperation, mutual respect, and not interfering with the rights of others. SMA PGRI 1 Pati has programs that can support the formation of social behavior. With these programs, it is hoped that SMA PGRI 1 Pati students will become accustomed to it and can practice it daily at school and in the community. The application of Bandura's Theory in learning the process of behavior formation is carried out by observation and modeling (Hergenhahn et al., 2008, p. 385). Bandura's Social Cognitive Theory explains human behavior through continuous mutual interaction between cognitive, behavioral, and environmental influences, emphasizing modeling.

Bandura believes that everything that can be learned through direct experience can also be learned indirectly through observation. Bandura also believes the model will be especially effective if seen as having honor, competence, high status, or power. So, in most cases, teachers can be models of significant influence. Through careful planning of the material presented, teachers can do more than convey routine information (Hergenhahn et al., 2008, p. 385). With the observation and modeling methods that are the main characteristics of Bandura's Theory, students can learn while enjoying the beauty of the surrounding nature created by the Almighty; students can breathe fresh air outside the classroom to their heart's content. Students can restore their physical fitness by observing many natural objects and new phenomena under the guidance of their teachers.

The results of the findings in the field The history teacher at SMA PGRI 1 Pati has also made an assignment to study Dutch heritage buildings in Pati City on the material Political, Cultural, Social, Economic and Educational Impact during the European colonial period (Portuguese, Spanish, Dutch, British) in the life of the nation and today, from the assignment given by the teacher, many student behaviors can be learned starting from mutual respect behavior, namely during student observation or study It is expected to have mutual respect behavior for the resource person, especially if the resource person is older than their age, the way the children speak politely to the resource person, the choice of the correct language to the resource person will show mutual respect behavior between the resource person and the student, but here the teacher does not participate directly in the field when the student makes an assignment so the teacher only provides guidance when in class and then the student with his group looks for a study of places Dutch heritage in the city of Pati, the main feature of Albert Bandura's social cognitive theory is modeling.

Modelling here is meant in the formation of student behavior based on the behavior of the teacher, namely the history teacher, in the sense that the child in behaving also looks at the

behavior of the teacher, for example, the teacher of discipline children will also tend to behave disciplined because they see the teacher who is disciplined, the findings in the field of the teacher have also exemplified good things to the child such as the teacher always comes on time which shows disciplined behavior, Then the teacher, if he does not enter the classroom for some reason, also gives assignments to children who show responsible behavior, and the teacher also always during the learning process invites children to give opinions by giving points or some kind of additional value for children who can answer questions or ask questions, which these points are used as reinforce so that children have confident behavior in expressing their opinions, In addition, in this case, there will be a reciprocal relationship between teachers and students that can cause cooperative behavior, namely teachers make children confident by giving points and children become active in learning in order to get points/additional grades from teachers.

Another method used by the history teacher of SMA PGRI 1 Pati during the learning process in shaping students' social behavior is the discussion method; with the discussion method, students can discuss and argue after finding data written in the observation table. Students can find new knowledge (inquiry) independently after observing and discussing, as well as additional information from their friends and teachers and presenting the discussion results in class. In this presentation, there will also be mutual respect behavior because during the presentation in front of the class, students pay attention to each other and respect every opinion expressed by the theme, as well as the teacher can give an accurate assessment of the student's abilities after seeing, hearing, discussing problems, collecting data and drawing conclusions with all students. The findings in the field are supported by documentation results showing students who respect each other by paying attention to their friends during presentations in front of the class.

The condition of students like this is essential to overcome the physical and psychological saturation of students in learning because, in the learning method, teacher discussions can form mutually respectful behavior. The first indicator of social behavior is cooperative behavior. The findings in the field of teachers give assignments to make films of events around the proclamation. Students must behave cooperatively among group members from this assignment because only one student can make a film. After all, all group members must play each character's role in the events around the proclamation. Both explanations from history teachers and students and observations about cooperative behavior have similarities, namely with group assignments and discussions. With this strategy, it is hoped that students can work together in groups and practice it in daily life, namely that humans cannot live individually but

must work in groups; besides that, with indirect discussions, students have also behaved cooperatively.

The second indicator of social behavior is mutual respect behavior as a result of observations made by researchers in the field; researchers see directly the learning process that occurs in class X IPS 1, where at that time, the learning that takes place with presentations is shown with students respecting each other by paying attention to other students who are presenting. The third indicator of social behavior is behavior that does not interfere with the rights of others. As a result of the observations made by the researcher in the field, the researcher sees firsthand the learning process that occurs in class X IPS 1, where at that time, the learning that takes place students do not interfere with the rights of others is shown with a class that is conducive and safe, and not rowdy so that it makes other students comfortable in learning.

The formation of social attitudes and behaviors can be said to have been successful, although not up to 100%. This can be proven by the fact that most SMA PGRI 1 Pati students have implemented the discipline, as evidenced by the number of students still surviving at SMA PGRI 1 Pati. Because of the habit of obeying these rules, the longer students try to be disciplined. Students' manners improve daily to be a provision in life when they enter society. The results of the documentation show that many students are out/returned to their parents because of the number of students who returned with their parents because they do not comply with the rules at SMA PGRI 1 Pati; this condition shows the strict regulations at SMA PGRI 1 Pati who do not hesitate to return students to their parents if the student acts in violation of the norms/rules that SMA PGRI 1 Pati has set. These efforts are made so that students act/ behave according to the rules/norms set. The school's efforts indirectly shape students' social behavior to obey the rules/norms set.

From the interview results, teachers face obstacles in forming social attitudes and behaviors when conducting and implementing learning. In the implementation, teachers experience obstacles in government regulations that often change, and the obstacles faced by teachers are the character of each student. Because basically, the character of each student is different from one student to another. Another factor that becomes an obstacle is the family and the mass media because, after all, the family dominates the formation of social attitudes and behaviors. In contrast, the development of mass media significantly impacts the formation of students' social attitudes and behaviors.

Conclusion

From the results of the data presentation and analysis above, it can be concluded that the process of implementing character education in shaping the social attitudes of students at SMA PGRI 1 Pati is carried out by integrating character values into history learning so that character values can be instilled in students. In integrating this learning, history teachers insert it into the lesson plan. Character values will later be adjusted to the material taught in class. Furthermore, teachers also train students to always apply social character attitudes and behaviors in the school environment and the community and apply directly when learning takes place, such as when teachers give assignments to students where students must be honest in doing their assignments, which means that students are expected not to cheat on other student's assignments.

By the social attitude competencies that must be formed in the 2013 curriculum, which has covered all social attitudes that are directly related to the two core competencies, SMA PGRI 1 Pati has adjusted the attitudes formed in history learning, attitude competencies formed in the character education process at SMA PGRI 1 Pati including Honesty, discipline, responsibility, tolerance, cooperation, courtesy, confidence. The social behavior of students at SMA PGRI 1 Pati has also been good, even though some students still violate the rules applied at SMA PGRI 1 Pati. The obstacles experienced by history teachers in implementing character education in shaping students' attitudes and social behaviors are government regulations that often change in administration before teaching and different student characters.

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